|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Categories** | | **Objective** | **Progress** | | | | **Evidence/Comments** |
|  | | | None | Some | Most | All |  |
| **Alignment**  **to the**  **Rigor of the CCSS** | Lessons/units in my classroom focus teaching and learning on a targeted set of grade-level CCSS ELA/Literacy standards. | |  |  |  |  |  |
| Lessons/units in my classroom make close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning. | |  |  |  |  |  |
| Lessons/units in my classroom include a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose. | |  |  |  |  |  |
| **Key Areas**  **of Focus**  **in the**  **CCSS** | **Text-Based Evidence:** Lessons/units in my classroom facilitate rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media). | |  |  |  |  |  |
| **Writing from Sources:** Lessons/units in my classrooms routinely expect that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays). | |  |  |  |  |  |
| **Increasing Text Complexity:** Lessons/units in my classroom focus students on the close reading of a progression of complex texts drawn from the grade-level band. They also provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. | |  |  |  |  |  |
| **Balance of Texts**: Lessons/units in my classroom include a balance of informational and literary texts as stipulated in the CCSS and indicated by instructional time. | |  |  |  |  |  |
| **Instructional Supports** | Lessons/units in my classroom cultivate student interest and engagement in reading, writing, and speaking about texts. | |  |  |  |  |  |
| Lessons/units in my classroom provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; they include appropriate scaffolding so that students directly experience the complexity of the text. | |  |  |  |  |  |
| Lessons/units in my classroom includes a progression of learning where concepts and/or skills advance and deepen over time. | |  |  |  |  |  |
| **Assessment** | Lessons/units in my classroom elicit direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). | |  |  |  |  |  |
| Lessons/units in my classroom include aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance. | |  |  |  |  |  |